
3D

Information/Action

Professional Services Committee

Potential Adoption of Revised Standards for the Design and Implementation of Teaching Performance Assessments

AGENDA INSERT

Executive Summary: This insert presents additional information from the Performance Assessment Task Group meeting held on December 5, 2014.

Policy Question: Are the proposed draft standards consistent with the policies for California teaching performance assessments adopted by the Commission?

Recommended Action: Staff recommends that the Commission adopt the revised Teaching Performance Assessment Design Standards, with the modifications proposed by the Performance Assessment Task Group and any additional modifications that may be made by the Commission. Staff further recommends that the Commission approve the concepts contained within the revised Teacher Preparation Program Standards 17-19 in order to provide direction for the ongoing work of the Performance Assessment and Preliminary Standards Task Groups and that these standards be brought back to the Commission for potential adoption when the Task Groups have completed the work.

Presenter: Phyllis Jacobson, Administrator, Professional Services Division

Strategic Plan Goal

I. Educator Quality

- ◆ Develop, maintain, and promote high quality authentic, consistent educator assessments and examinations that support development and certification of educators who have demonstrated the capacity to be effective practitioners.

December 2014

Potential Adoption of Revised Standards for the Design and Implementation of Teaching Performance Assessments

Introduction

This item presents draft revised quality standards for the design of Teaching Performance Assessments, including standards for model sponsor support for implementation of Commission-approved TPAs, and also presents revised Teacher Preparation Program Standards 17-19 pertaining to the implementation of the teaching performance assessment requirement. These standards have been revised in accordance with TPA design policies adopted by the Commission at the August 2014 meeting, have undergone a field review by stakeholders in October-November 2014, and have been discussed by the Performance Assessment Task Group in December 2014.

Update on the Draft Revised Standards and the Revision Process

The Performance Assessment Task Group met on December 5, 2014 and discussed the survey results, the questions and issues raised by survey respondents, and the proposed standards revisions as presented in the original December 2014 Agenda Item 3D.

With regard to the issues raised by survey respondents, the Task Group discussed the following issues and came to consensus:

Should the video component be required or optional? (addressed in Standard 1(f)) The Task Group recommended that there be a record of candidate performance in the classroom required within the TPA, as provided by a video. However, the group also recognized that one TPA model has been approved by the Commission and successfully implemented over the past ten years that uses an in-person observation approach. As a result of the discussion, the group recommended the changes to Standard 1(f) presented below. The approach now contained within the proposed standard is to require a video of classroom teaching performance unless the Commission approves an alternate approach that includes an in-person observation. There are further requirements specified in the standards relating to this alternate approach.

1(f) AS ORIGINALLY WRITTEN

The model sponsor must include a focus on classroom teaching performance within the TPA, including a video of candidate classroom teaching performance and/or an in-person rubric-based observation of candidate teaching performance. The model sponsor must provide programs that use an in-person observation of candidate teaching performance with a valid observation rubric for this purpose.

1(f) PROPOSED REVISED TEXT, December 8, 2104

The model sponsor must assess classroom teaching performance within the TPA, including a video of classroom teaching performance, unless otherwise approved by the Commission to include an in-person observation of candidate teaching performance in lieu of the video. The model sponsor submitting a response to this standard that proposes an in-person observation of candidate teaching performance in lieu of a video must include the rationale for the alternative approach, the observation protocol, and the proposed scoring rubric for review by the Commission. The model sponsor must also specify in the response to this standard the process for training and calibrating reviewers of in-person classroom teaching observations. If the alternative approach is approved by the Commission, the model sponsor must provide all observation and scoring materials, the observation protocol, and the scoring rubric to program sponsors using this model.

How many retakes should be allowed or required on the TPA? There is no language in the Assessment Design Standards regarding the number of allowable retakes. The Task Group felt that this issue should remain a local program decision but language regarding the model sponsor defining its retake policies was proposed. The Task Group also considered the related issue of remediation for candidates who are not successful on the assessment. There are two aspects to remediation: (1) appropriate and inappropriate support and assistance for candidates who are not successful on the assessment; and (2) guidance for what a “retake” of a given task and/or task component should consist of. With respect to appropriate and inappropriate support for remediation, language was added by the Task Group to draft standard 18(a) since this standard addresses overall candidate preparation and support for the assessment. With respect to what a resubmitted task and/or task component should consist of, the Task Group proposed adding a new standard 3(e), as follows:

3(e) PROPOSED NEW STANDARD Added December 8, 2014

The model sponsor must define the retake policies for candidates who fail one or more parts of the assessment which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring and what the resubmitted response must include.

How should the TPA assess Bilingual Credential candidates (concurrent general education and bilingual authorizations)? The Task Group noted that candidates who are obtaining a bilingual authorization concurrent with the initial base credential are typically in a bilingual or immersion classroom setting where a language other than English is the language of instruction. For these candidates, completing a TPA that addresses English language arts in English, for example, may not be applicable to that teaching situation. Although candidates may complete the TPA in the language other than English, the student work samples will be in another language and the candidate’s lesson plans may also be in a language other than English. The Task Group felt that this was a difficult situation to resolve, and that an assessor who was familiar with the language would need to be found rather than requiring the candidate to translate all materials (which

the group recognized as an inappropriate approach and one that also required extra work on the part of these candidates).

This is a policy issue for the Commission to consider. If candidates for the concurrent base teaching credential and bilingual authorization are assessed on the TPA, should the TPA models provide a TPA bilingual task experience appropriate for these candidates? Or should assessment of candidate knowledge and readiness to teach in a bilingual setting be assessed by the program through an embedded assessment of some kind? If the Commission decides that bilingual pedagogy should be assessed on the TPA, then TPA model sponsors would need to consider potentially developing tasks that are appropriate to candidates teaching in a bilingual setting who are concurrently obtaining a base general education teaching credential and a bilingual teaching authorization.

Proposed Additional Revisions based on Task Group Recommendations

The table below summarizes the proposed additional revisions made as a result of the Performance Assessment Task Group discussion of December 5, 2014.

Standard	Type of Revision(s)
Design Standard 1(f)	Revised language and content within this proposed new standard
Design Standard 2(g,h)	Combined into one element
Design Standard 3(b)	Minor edits for clarity
Design Standard 3(e)	Proposed new standard to be added
Program Standard 17(c)	Edits for clarity as to program-level and model sponsor-level responsibilities for maintaining assessor information
Program Standard 18 (a)	Language added to address remediation responsibilities and processes relating to candidates who are unsuccessful on the assessment
Program Standard 18 (b)	Edits for clarity regarding feedback information to candidates
Program Standard 19	Minor edits for clarity

The Revised Draft Standards, incorporating the suggestions made by the Performance Assessment Task Group on December 5, 2014, for the Assessment Design Standards and Teacher Preparation Program Standards 17-19 are provided below.

Proposed Revised TPA Assessment Design Standards

California Teaching Performance Assessment Quality Standards (Draft Revised December 2014)

A. Assessment Design Standards

Assessment Design Standard 1: Assessment Designed for Validity and Fairness

The sponsor* of a teaching performance assessment seeking approval for use in California (model sponsor) designs a Teaching Performance Assessment (TPA) in which complex pedagogical assessment tasks and multi-level scoring scales are linked to and assess California's Teaching Performance Expectations (TPEs). The model sponsor clearly describes the uses for which the assessment has been validated (i.e., to serve as a determination of a candidate's status with respect to ~~mastery of~~ the TPEs and to provide an indication of preparation program quality and effectiveness), anticipates its potential misuses, and identifies appropriate uses consistent with the assessment's validation process. The model sponsor maximizes the fairness of the assessment design for all groups of candidates in the program. A passing standard is recommended by the model sponsor based on a standard setting study where educators have made a professional judgment about an appropriate performance standard for beginning teachers to meet prior to licensure.

** Note: the "model sponsor" refers to the entity that represents the assessment and is responsible to programs using that model and to the Commission. Model sponsors may be a state agency, individual institutions, a consortium of institutions and/or partners, a private entity, and/or combinations of these.*

Required Elements for Assessment Design Standard 1: Assessment Designed for Validity and Fairness

- 1(a) The Teaching Performance Assessment includes complex pedagogical assessment tasks to prompt aspects of candidate performance that measure the TPEs. Each task is substantively related to two or more major domains of the TPEs. For use in judging candidate-generated responses to each pedagogical task, the assessment also includes multi-level scoring scales that are clearly related to the TPEs that the task measures. Each task and its associated scales measure two or more TPEs. Collectively, the tasks and scales in the assessment address key aspects of the six major domains of the TPEs. The sponsor of the performance assessment documents the relationships between TPEs, tasks and scales.
- 1(b) The TPA model sponsor must include a focus on content-specific pedagogy within the design of the TPA tasks and scoring scales to assess the candidate's ability to effectively teach the content area(s) authorized by the credential.
- 1(c) Consistent with the language of the TPEs, the model sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance Assessment with the use of different content-specific pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks.

The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.

~~1(d) To assess the candidate's ability to effectively teach all students,~~ The model sponsor must include within the design of the TPA candidate tasks a focus on addressing the teaching of English learners and students with special needs in the general education classroom to adequately assess the candidate's ability to effectively teach all students.

~~1(e) In addition, f~~ For Multiple Subject candidates, the model sponsor must include assessments of the core content areas of at least Literacy and Mathematics. Programs must use local program assessments for History/Social Science and Science if not already included as part of the TPA.

1(f) The model sponsor must include a focus on classroom teaching performance within the TPA, including a video of candidate classroom teaching performance and/or an in-person rubric-based observation of candidate teaching performance. The model sponsor must provide programs that use an in-person observation of candidate teaching performance with a valid observation rubric for this purpose.

1(f) PROPOSED REVISED TEXT, December 8, 2104

The model sponsor must assess classroom teaching performance within the TPA, including a video of classroom teaching performance, unless otherwise approved by the Commission to include an in-person observation of candidate teaching performance in lieu of the video. The model sponsor submitting a response to this standard that proposes an in-person observation of candidate teaching performance in lieu of a video must include the rationale for the alternative approach, the observation protocol, and the proposed scoring rubric for review by the Commission. The model sponsor must also specify in the response to this standard the process for training and calibrating reviewers of in-person classroom teaching observations. If the alternative approach is approved by the Commission, the model sponsor must provide all observation and scoring materials, the observation protocol, and the scoring rubric to program sponsors using this model.

~~1(d) To preserve the validity and fairness of the assessment over time, the model sponsor may need to develop and field test new pedagogical assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serves as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The model sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.~~

~~1(e) Consistent with the language of the TPEs, the model sponsor defines scoring scales so different candidates for credentials can earn acceptable scores on the Teaching Performance~~

~~Assessment with the use of different content-specific pedagogical practices that support implementation of the K-12 content standards and curriculum frameworks. The model sponsor takes steps to plan and anticipate the appropriate scoring of candidates who use pedagogical practices that are educationally effective but not explicitly anticipated in the scoring scales.~~

1 (g) The TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment. The TPA model sponsor must also provide candidate materials to assist candidates in understanding the nature of the assessment, the specific assessment tasks, the scoring rubrics, submission processes and scoring processes.

1(h) The model sponsor develops scoring scales and assessor training procedures that focus primarily on teaching performance and that minimize the effects of candidate factors that are not clearly related to pedagogical competence, which may include (depending on the circumstances) factors such as personal attire, appearance, demeanor, speech patterns and accents that are not likely to affect student learning.

1(i) The model sponsor provides a clear statement acknowledging the intended uses of the assessment. The statement demonstrates the model sponsor's clear understanding of the implications of the assessment for candidates, preparation programs, the public schools, and K-12 students. The statement includes appropriate cautions about additional or alternative uses for which the assessment is not valid. All elements of assessment design and development are consistent with the intended uses of the assessment for determining the pedagogical competence of candidates for Preliminary Teaching Credentials in California and as information useful for determining program quality and effectiveness.

1(j) The model sponsor completes content review and editing procedures to ensure that pedagogical assessment tasks and directions to candidates are culturally and linguistically sensitive, fair and appropriate for candidates from diverse backgrounds.

1(k) The model sponsor completes initial and periodic basic psychometric analyses to identify pedagogical assessment tasks and/or scoring scales that show differential effects in relation to candidates' race, ethnicity, language, gender or disability. When group pass-rate differences are found, the model sponsor investigates the potential sources of differential performance and seeks to eliminate construct-irrelevant sources of variance.

1(l) In designing assessment administration procedures, the model sponsor includes administrative accommodations that preserve assessment validity while addressing issues of access for candidates with disabilities.

1(m) In the course of determining a passing standard, the model sponsor secures and reflects on the considered judgments of teachers, supervisors of teachers, support providers of

new teachers, and other preparers of teachers regarding necessary and acceptable levels of proficiency on the part of entry-level teachers. The model sponsor periodically reviews the reasonableness of the scoring scales and established passing standard, when and as directed by the Commission.

1(n) To preserve the validity and fairness of the assessment over time, the model sponsor may need to develop and field test new pedagogical assessment tasks and multi-level scoring scales to replace or strengthen prior ones. Initially and periodically, the model sponsor analyzes the assessment tasks and scoring scales to ensure that they yield important evidence that represents candidate knowledge and skill related to the TPEs, and serve as a basis for determining entry-level pedagogical competence to teach the curriculum and student population of California's K-12 public schools. The model sponsor records the basis and results of each analysis, and modifies the tasks and scales as needed.

1(o) The model sponsor must make all TPA materials available to the Commission upon request, including materials that are proprietary to the model sponsor. The Commission will maintain the confidentiality of all materials designated as proprietary by the model sponsor.

Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

The sponsor of the performance assessment requests approval of an assessment that will yield, in relation to the key aspects of the major domains of the TPEs, enough collective evidence of each candidate's pedagogical performance to serve as a valid basis to judge the candidate's general pedagogical competence for a Preliminary Teaching Credential. The model sponsor carefully monitors assessment development to ensure consistency with this stated purpose of the assessment. The Teaching Performance Assessment includes a comprehensive program to train, calibrate and maintain assessor calibration over time. The model sponsor periodically evaluates assessment design to ensure equitable treatment of candidates. The assessment design and its implementation contribute to local and statewide consistency in the assessment of teaching competence.

Required Elements for Assessment Design Standard 2: Assessment Designed for Reliability and Fairness

2(a) In relation to the key aspects of the major domains of the TPEs, the pedagogical assessment tasks and the associated directions to candidates are designed to yield enough valid evidence for an overall judgment of each candidate's pedagogical qualifications for a Preliminary Teaching Credential as one part of the requirements for the credential.

2(b) Pedagogical assessment tasks and scoring scales are extensively field tested in practice before being used operationally in the Teaching Performance Assessment. The model sponsor evaluates the field test results thoroughly and documents the field test design, participation, methods, results and interpretation.

2(c) The Teaching Performance Assessment system includes a comprehensive program to select and train assessors who ~~will~~ score candidate responses to the pedagogical assessment tasks. An assessor training program demonstrates convincingly that prospective and continuing assessors gain a deep understanding of the TPEs, the pedagogical assessment tasks and the multi-level scoring scales. The training program includes task-based scoring trials in which an assessment trainer evaluates and certifies each assessor's scoring accuracy and calibration in relation to the scoring scales associated with the task. The model sponsor establishes selection criteria for assessors of candidate responses to the TPA. The selection criteria include but are not limited to appropriate pedagogical expertise in the content areas assessed within the TPA. The model sponsor selects assessors who meet the established selection criteria and uses only assessors who successfully calibrate during the required TPA model assessor training sequence. When new pedagogical tasks and scoring scales are incorporated into the assessment, the model sponsor provides additional training to the assessors, as needed.

~~2(c) The TPA model sponsor must provide materials appropriate for use by programs in helping faculty become familiar with the design of the TPA model, the candidate tasks and the scoring rubrics so that faculty can effectively assist candidates to prepare for the assessment.~~

2(d) In conjunction with the provisions of Teacher Preparation Program Standard 19, the model sponsor plans and implements periodic evaluations of the assessor training program, which include systematic feedback from assessors and assessment trainers, and which lead to substantive improvements in the training as needed.

2(e) ~~The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment.~~ The model sponsor provides a consistent scoring process for all programs using that model, including programs using a local scoring option provided by the model sponsor. The scoring process conducted by the model sponsor to assure the reliability and validity of candidate outcomes on the assessment may include, for example, regular auditing, selective back reading, and double scoring of candidate responses near the cut score by the qualified, calibrated scorers trained by the model sponsor. ~~All models will include a consistently applied scoring process to assure reliability and validity of scoring, and All models~~ must include a local scoring option in which the assessors of candidate responses are program faculty and/or other individuals identified by the program who are trained and calibrated by the model sponsor, and whose scoring work is facilitated and reviewed by the model sponsor. The model sponsor provides a detailed plan for establishing and maintaining scorer accuracy and inter-rater reliability during field testing and operational administration of the assessment. The model sponsor demonstrates that the assessment procedures, taken as a whole, maximize the accurate determination of each candidate's overall pass-fail status on the assessment. The model sponsor must provide an annual audit process that documents that local scoring outcomes are consistent and reliable within the model for candidates across the range of programs

using local scoring, and informs the Commission where inconsistencies in local scoring outcomes are identified.

2(f) The model sponsor's assessment design includes an appeal procedure for candidates who do not pass the assessment, including an equitable process for rescoring of evidence already submitted by an appellant candidate in the program, if the program is ~~not doing local scoring~~ using centralized scoring provided by the model sponsor. If the program is implementing a local scoring option, the program must provide an appeal process as described above for candidates who do not pass the assessment.

2(g) The model sponsor conducting centralized scoring for the program provides results on the TPA to the individual candidate based on performance relative at minimum to the first five domains of the TPEs and/or the specific scoring rubrics ~~that are aligned to the TPEs~~ within a maximum of three weeks following candidate submission of completed TPA responses. The model sponsor provides results to programs based on both individual and aggregate data relating to candidate performance relative to the rubrics and/or the first five domains of the TPEs. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results.

~~2(h) The model sponsor follows the timelines agreed upon with~~ provides scoring data to each candidate and program using the centralized scoring process provided by the model sponsor within a maximum of three weeks following candidate submission of completed TPA responses. model to provide scoring data at the candidate and program levels. The model sponsor also follows the timelines established with programs using a local scoring option for providing scoring results.

2(ih) The model sponsor provides program level aggregate results to the Commission, in a manner, ~~and~~ format and timeframe specified by the Commission, as one means of assessing program quality. It is expected that these results will be used within the Commission's ongoing accreditation system.

Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities

The sponsor of the performance assessment provides technical support to teacher preparation programs using that model concerning fidelity of implementation of the model as designed. The model sponsor is responsible for conducting and/or moderating scoring for all programs, as applicable, within a national scorer approach and/or the local scoring option. The model sponsor has ongoing responsibilities to interact with the Commission, to provide candidate and program outcomes data as requested and specified by the Commission, and to maintain the currency of the model over time.

Required Elements for Assessment Design Standard 3: TPA Model Sponsor Support Responsibilities

3(a) The model sponsor provides technical assistance to programs implementing the model concerning fidelity of implementation of the model as designed. Clear implementation

procedures and **candidate** materials such as a candidate and a program handbook are provided by the model sponsor to programs using the model.

3(b) The model sponsor conducting centralized scoring for programs is responsible for providing TPA outcomes data at the candidate and program level to the Commission, as specified by the Commission. The model sponsor supervising/moderating local program scoring ~~may oversee data collection and reporting, or, if the local program chooses to maintain and report its own data, must help the local program collect these data as specified by the Commission.~~

3(c) The model sponsor is responsible for submitting an annual report to the Commission describing, among other data points, the programs served by the model, the number of candidate submissions scored, the date(s) when the results of the scoring were provided to the preparation programs, and other operational details as specified by the Commission.

3(d) The model sponsor is responsible for maintaining the currency of the TPA model, including making appropriate changes to the assessment and/or to the scoring rubrics and associated program, candidate, and scoring materials, ~~within two years of notification,~~ as directed by the Commission when necessitated by changes in K-12 standards and/or in teacher preparation standards.

3(e) PROPOSED NEW STANDARD Added December 8, 2014

The model sponsor must define the retake policies for candidates who fail one or more parts of the assessment which preserve the reliability and validity of the assessment results. The retake policies must include whether the task(s) on which the candidate was not successful must be retaken in whole or in part, with appropriate guidance for programs and candidates about which task and/or task components must be resubmitted for scoring and what the resubmitted response must include.

Proposed Revised Preliminary Teacher Preparation Program Standards 17-19
(Draft Revised December 2014)

Standard 17: Implementation of the Teaching Performance Assessment (TPA):
Program Administration Processes

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. If the program participates in the local scoring approach offered by the model sponsor, the

program coordinates with the model sponsor to maintain appropriate records of scorer calibration, recalibration, and scoring record. The program encourages faculty [and other educators](#) to become scorers. The program provides opportunities for faculty to become knowledgeable about the TPA and the TPA process so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

Required Elements for Standard 17: TPA Program Administration Processes

17(a) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

17(b) ~~If For purposed of implementing a video requirement, the TPA model requires a video,~~ the program places candidates [only](#) in student teaching or intern placements where the candidate is able to video his/her teaching with K-12 students. The program assures that each school or district where the candidate is placed has a video policy in place. The program requires candidates to affirm that the candidate has followed all applicable video policies for the TPA task requiring a video, and maintains records of this affirmation for a full accreditation cycle.

~~17(c) If the program participates in the local scoring approach offered by the model sponsor, the program coordinates with the model sponsor to identify local assessors and assure that the assessors used by the program maintain assessor calibration and recalibration status. The program maintains program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance, assessor calibration status, and assessor performance over time. The program documents the use of these data not only for Commission reporting and/or accreditation purposes, but also for program improvement.~~

PROPOSED REVISED TEXT, December 8, 2014

17 (c) If the program participates in the local scoring approach offered by the model sponsor, the program coordinates with the model sponsor to identify local assessors and assure that the assessors used by the program maintain assessor calibration and recalibration status. In consultation with the model sponsor, the program maintains records of assessor calibration status and assessor performance over time to assure that the local scoring process uses only trained and calibrated assessors. The program maintains program level and candidate level TPA data, including but not limited to individual and aggregated results of candidate performance, assessor calibration status, and assessor performance over time. The program documents the use of these data for Commission reporting and/or accreditation purposes, for program improvement purposes, and for substantiating the consistency and reliability of the local scoring process.

- 17(d) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.
- 17(e) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession. ~~17 (f) The program using a local scoring process~~ provides and implements an appeal policy for candidates who do not pass the TPA.
- 17(g) All programs have an appeal policy for candidates who have complaints about the program's implementation of the TPA process.

**Standard 18: Implementation of the Teaching Performance Assessment:
Candidate Preparation and Support**

Proposed Revision of Standard 18, December 8, 2014

**Standard 18: Implementation of the Teaching Performance Assessment:
Candidate Preparation and Support throughout the Assessment Process**

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program, the passing score standard for the assessment, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

- 18(a) The program implements as indicated below the following support activities for candidates:

These activities constitute **required** forms of support for candidates within the TPA process:

- Providing candidates with access to handbooks and other explanatory materials about the TPA and expectations for candidate performance on the assessment
- Explaining TPA tasks and scoring rubrics
- Engaging candidates in formative experiences aligned with a TPA (e.g., assignments analyzing their instruction, developing curriculum units, or assessing student work)
- Providing candidates who are not successful on the assessment with additional support focusing on understanding the task(s) and rubric(s) on which the candidate was not successful as well as on understanding what needs to be resubmitted for scoring and the process for resubmitting responses for scoring.

These activities constitute **acceptable, but not required** forms of support for candidates within the TPA process:

- Guiding discussions about the TPA tasks and scoring rubrics
- Providing support documents such as advice on making good choices about what to use within the assessment responses
- Using TPA scoring rubrics on assignments other than the candidate responses submitted for scoring
- Asking probing questions about candidate draft TPA responses, without providing direct edits or specific suggestions about the candidate's work
- Assisting candidates in understanding how to use the electronic platforms for models/programs using electronic uploading of candidate responses
- Arranging technical assistance for the video portion of the assessment.

These activities constitute **unacceptable** forms of support for candidates within the TPA process:

- Editing a candidate's official materials prior to submission—submission and/or to resubmission (for candidates who are unsuccessful on the assessment)
- Providing specific critique of candidate responses that suggests alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment)
- Telling candidates which video clips to select for submission
- Uploading candidate TPA responses (written responses or video entries) on public access social media websites.

~~18(b) The program provides timely formative feedback information to candidates on their performance on the TPA and relative to their mastery of the domains of the TPEs.~~

The program provides each candidate timely formative feedback within the performance assessment process for the purpose of improving the candidate's knowledge, skills, and ability in relation to the TPEs.

PROPOSED REVISED TEXT, December 8, 2014

18(b) The program provides timely formative feedback information to candidates on their performance on the TPA. The feedback includes information relative to the candidate's mastery of the domains of the TPEs.

18(c) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the TPEs, and to retake the assessment. The program only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

**Standard 19: Implementation of the Teaching Performance Assessment:
Assessor Qualifications, Training, and Scoring Reliability**

~~The teacher preparation program choosing to implement a local scoring option follows the established selection criteria for that model to select assessors of candidate responses to the TPA. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA. For a program using centralized scoring conducted by the model sponsor using a national or other than local scoring pool, the model sponsor is responsible for the selection, training, and scoring reliability of assessors.~~

PROPOSED REVISED TEXT, December 8, 2014

**Standard 19: Implementation of the Teaching Performance Assessment:
Assessor Qualifications, Training, and Scoring Reliability**

For teacher preparation programs using centralized scoring conducted by the model sponsor, the model sponsor is responsible for the selection, training, and scoring reliability of assessors (including a national or other assessor pool).

Teacher preparation programs choosing to implement a local scoring option must follow the established selection criteria for that model to select assessors of candidate responses to the TPA. The model sponsor provides training of scorers and is responsible for the scoring reliability of assessors. The selection criteria include but are not limited to pedagogical expertise in the content areas assessed within the TPA.

Staff Recommendation

The recommendation in the original agenda item was that the Commission determine if it wishes to adopt the revised Teaching Performance Assessment Design Standards and/or the revised Teacher Preparation Program Standards 17-19 at this time, including the modifications made by the Performance Assessment Work Group, with the potential addition of any modifications that may be made by the Commission as a result of discussion at the December 2014 meeting.

Staff now recommends that the Commission adopt the revised Teaching Performance Assessment Design Standards, with the modifications proposed by the Performance Assessment Task Group and any additional modifications that may be made by the Commission. Staff further recommends that the Commission approve the concepts contained within the revised Teacher Preparation Program Standards 17-19 in order to provide direction for the ongoing work of the Performance Assessment and Preliminary Standards Task Groups and that these standards be brought back to the Commission for potential adoption when the Task Groups have completed the work.

Next Steps

If the Commission adopts the revised Teaching Performance Assessment Design Standards, staff would inform the field and begin organizing technical assistance for the TPA model sponsors. Staff would also develop a timeline and a process for reviewing and transitioning

current TPA models to updated models consistent with the new Design Standards. It would be expected that the models would be updated and available for program use in 2016-17.

If the Commission approves the concepts contained within the revised Teacher Preparation Program Standards 17-19, staff would continue to work with the Performance Assessment and Preliminary Standards Task Groups to further develop and update these standards consistent with program-level implementation responsibilities for the updated TPA models. It is expected that revised Teacher Preparation Program Standards 17-19 would be presented to the Commission for potential adoption in April 2015.